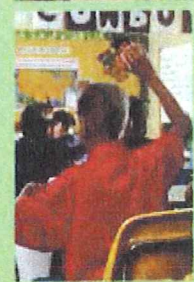
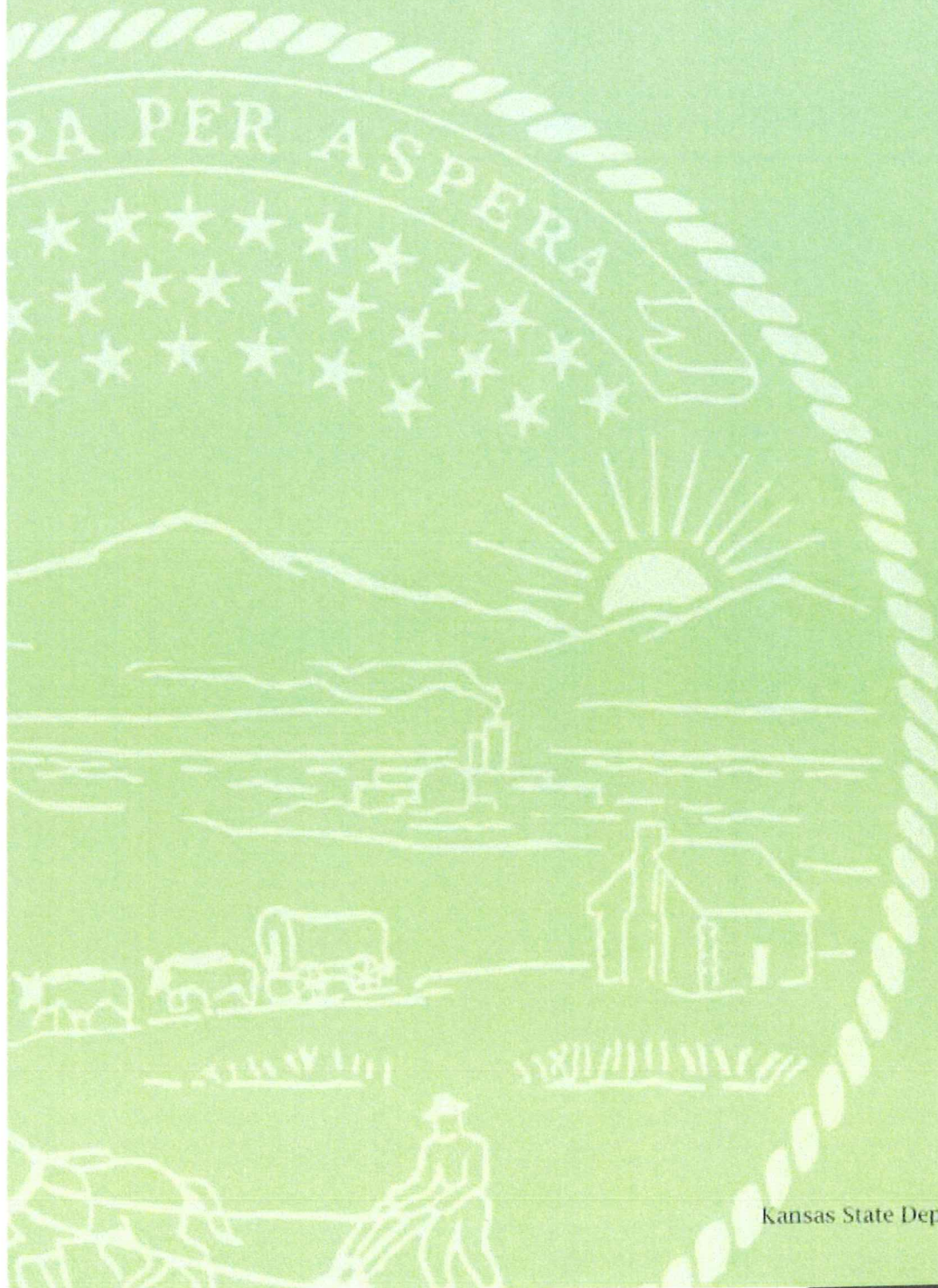


Education in Kansas

2006-2007 Accountability Report



Kansas State Department of Education
December, 2007

PLAINTIFFS'
EX. 127

KSDE001405



Kansas State Board of Education

120 SE 10th Avenue • Topeka, Kansas 66612-1182



District 1
Janet Waugh



District 2
Sue Gamble



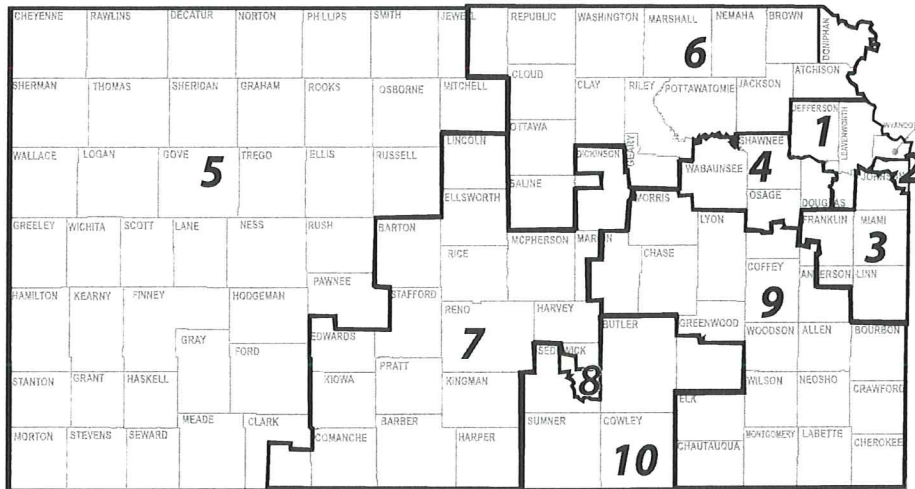
District 3
John W. Bacon



District 4
Dr. Bill Wagnon,
Chairman



District 5
Sally Cauble



District 6
Kathy Martin



District 7
Kenneth Willard



District 8
Carol Rupe,
Vice-Chair



District 9
Jana Shaver



District 10
Dr. Steve E. Abrams



Dale Dennis
Deputy Commissioner
Fiscal & Administrative Services



Dr. Alexa Posny
Commissioner



Dr. Tom Foster
Deputy Commissioner
Division of Learning Services

December, 2007

Contents



Executive Summary	1	School Workforce	16
Kansas Education Shines	1	Support Personnel	16
What's Next?	2	Who is Teaching in Kansas Schools?	16
National Tests	3	Profiles in Kansas Education	18
Kansas Assessments	5	Nationally, a Cut Above	19
Targets for 2006 - 2014	5	Significant Achievement Gap seen on the NAEP	19
Assessment Results Show Students		Legislation	21
Strong in Reading, Mathematics & Writing	5	Non-proficient Weighting, Policies	
Reading	6	Against Bullying, Simplifying Local	
Mathematics	7	Option Budget Procedures, Schools	
Writing	8	Facing Disasters	21
Standard of Excellence	9	School Safety Violations	21
Accolades	10	KPERS Plan Design Changes and	
No Child Left Behind Compliance	11	Bonus Retirement Payment	21
Title 1 Districts Identified for Improvement		New plan for Future Employees Hired	
for 2007-08	12	after July1, 2009	22
Kansas' Attendance, Graduation,		Modifications to Current Plan for	
Dropout Rates	13	Employees Hired Prior to July 1, 2009	22
Attendance	13	Cost-of-Living and Declining Enrollment	
Graduation Rates	13	Weighting Issues; Early Childhood Education;	
Dropout Rates	14	and Pay Increases for the Kansas State	
Average Student Dropout Rates	14	School for the Blind and Kansas State	
School Violence	15	School for the Deaf	22
Violent Acts Against Students	15	On The Horizon for Kansas Education	23
Violent Acts Against Teachers	15	Teacher Recruitment and Retention	23
		Kansas State Board Recommendations	
		for the Reauthorization of No Child	
		Left Behind (NCLB)	23



Executive Summary



Kansas Education Shines

Kansas schools continue to demonstrate strong performance on all measures in 2006 – 2007. Achievement continues to be high, performance gaps are narrowing, and the state continues to do well when compared to the rest of the states on national measures. When asked why Kansas achievement trend lines have continually improved when compared with data from 2000, school administrators and teachers point to the focus schools have put on improvement. More time is being dedicated to mathematics and reading instruction, teachers are teaching to the standards rather than the textbook, schools have instituted “extended” learning opportunities for students who do not master the content within the regular school day, and data regarding individual student progress is continually monitored, with instructional changes to meet the needs of individual students being implemented. This clearly shows a focus on good teaching.

On the national front, Kansas students continue to do well on both the ACT and SAT national college entrance exams. Seventy-six percent of all Kansas seniors took the ACT test, putting Kansas among the top 10 states for participation on the exam. In Kansas, there continues to be a lower participation rate among African American and Hispanic students on the ACT, making up only 10 percent of the total number of students taking the test. Kansas students, with a composite score of 21.9, again scored above the national composite score of 21.2. The ACT five-year trend data for English, mathematics, reading, and science as well as the composite score shows Kansas students not only ranking above the national average in all areas, but also showing improvement each year on the exam.

In Kansas, 2,366 students (8 percent of the graduating seniors) took the SAT 1 Reasoning Test, outscoring the national averages for critical reading, mathematics, and writing. Kansas

students scored 583 on the reading section (502 national average), 590 on the mathematics section (515 national average), and 569 on the writing portion (494 national average.) Seven Kansas students achieved a perfect score 1600/2400 (critical reading, math, and writing) on the SAT 1 Reasoning Test.

The 2007 National Assessment of Educational Progress (NAEP) results were released in late September. Nationally, reading scores were higher at grades 4 and 8 in 2007 compared to 2005; in mathematics, scores in grades 4 and 8 were higher as well. Other results for Kansas were as follows:

- Eighteen states, including Kansas showed a significant increase in reading results for students in grade 4.
- Of the 52 states/jurisdictions reporting 4th grade reading results, the average for Kansas was higher than 23 of the reporting states and lower than 5. For 8th grade, Kansas students were higher than 20 of the 52 and lower than 5.
- Kansas 4th grade groups which showed a statistically significant growth in reading in 2007 include: Males, Females, White, and Black.
- The 2007 Kansas average score in mathematics was not significantly different from that of 2005. However, Kansas did rank among the top states in the nation in grade 4 mathematics with only 1 state (Massachusetts) possessing significantly higher results.
- Kansas also ranked among the top states in the nation in eighth grade mathematics as only one state (Massachusetts) had a significantly higher math result.

Although challenges still remain, Kansas students made significant gains as reflected in the thousands of state student achievement awards earned in 2007. Schools also reflected the achievement of their students. A total of 5,279 Standard of Excellence certificates were awarded to Kansas schools in 2007 and

Executive Summary

44 elementary schools, 12 middle/junior high schools, and 19 high schools received the Second Annual Governor's Achievement Award. These schools ranked in the top 5 percent of the state for achievement on the Kansas Assessment Tests in both reading and mathematics, earned building-wide Standard of Excellence certificates, and in addition, made AYP for attendance or graduation rate depending on the classification of the school.

What's Next?

In the 2007 - 2008 academic year new science and history/government assessments will begin. Revised writing tests are scheduled to be administered during the 2008 - 2009 school year.

Science assessments will be given annually to one grade in elementary, middle/junior high school, and high school. History/government and writing assessments will be offered biennially to one grade at each educational level.



National Tests



In 2007, Kansas students maintained their competitive edge and continued to perform well on the ACT and SAT college entrance exams. The ACT and SAT are two of the measures used to compare Kansas students' performance with that of other students across the country.

In Kansas 23,196 students, or 76.3 percent of graduating seniors took the ACT, making Kansas one of 19 states where 70 percent or more of graduating seniors took the test. Although the national composite score rose a tenth of a percent this year to 21.2, Kansas students continue to top the national average composite score for reading and mathematics, posting a composite score of 21.9. Additionally, the five year trend data for Kansas graduating seniors showed continual upward movement. Six Kansas students scored a perfect 36 on the ACT college entrance exam.

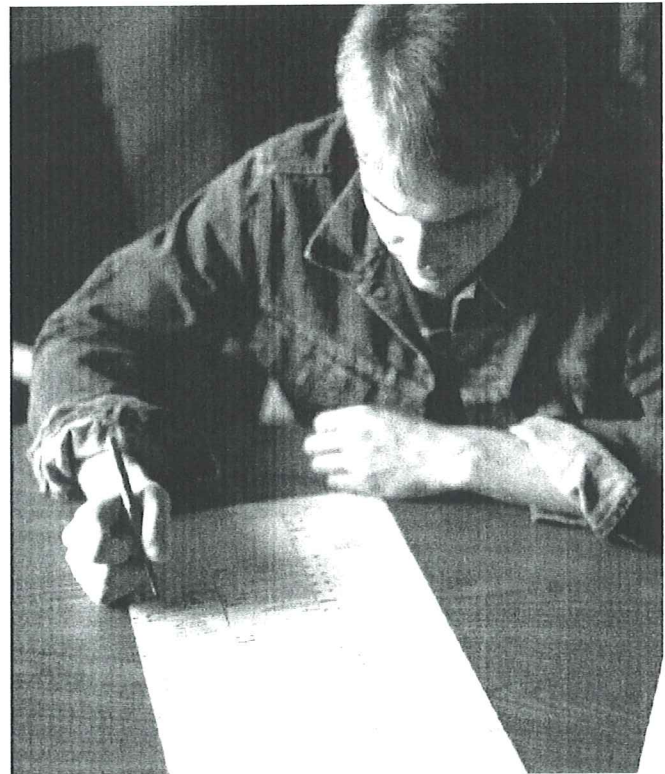
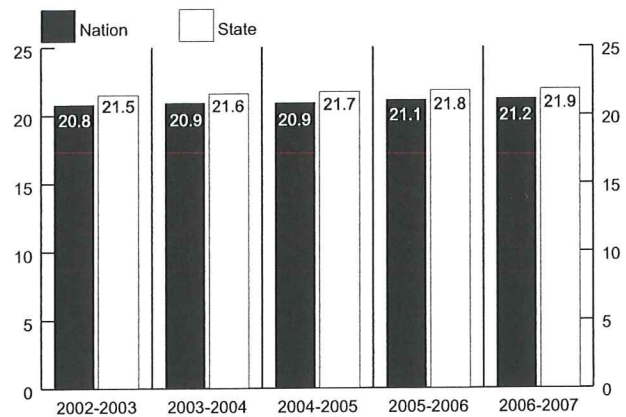
In addition, Kansas students topped national averages in each of the subscale scores for English, math, reading, and science reasoning. Although a gap still remains in performance between students eligible for free and reduced lunch and the general population, as well as between majority and minority students, those populations in Kansas still outscored similar students around the nation.

In Kansas, 58 percent of students indicated they had completed "core or more" coursework, which is defined as a typical college preparatory program and matches the qualified admissions requirements for the Kansas Board of Regents schools. Statistically, students who complete "core or more" coursework score higher than their counterparts on the exam.

More Kansas students took Advanced Placement (AP) exams in 2007, showing an increase of 13 percent from last year. Over a 10 year period, there was an increase of 5 percent in reading and 15 percent in mathematics. Additionally, more exams received grades of 3

or higher on a 5 point scale, which potentially qualified students for credit, advanced placement, or both at colleges and universities worldwide. Two Kansas students received AP State Scholar Awards based on their outstanding performance on the Advanced Placement Program (APO) examinations.

ACT Composite Scores 2002-2007

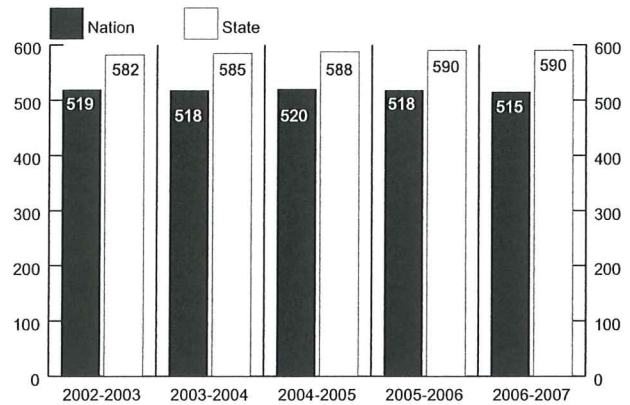


National Tests

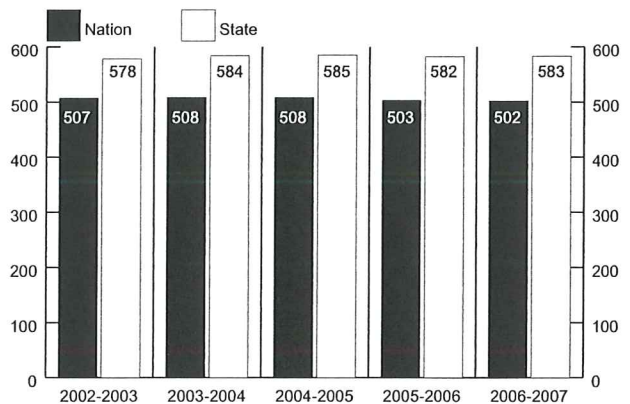
Traditionally, fewer Kansas students participate in the SAT college entrance examination, primarily because it is used for admission and scholarship programs for colleges and universities outside the Midwest. Eight percent of Kansas graduating seniors took the SAT in 2007. Kansas students participating in the SAT assessment posted a mean score of 583 on the critical reading portion of the test, compared to the national average of 502. In mathematics, the mean score for Kansas students was 590, which compared to the nationwide mean score of 515. Beginning 2006, the SAT college entrance exam included a critical writing section. Kansas students in 2007 continued to do well on this portion of the test, posting a mean score of 569 in this category. The national mean score was 494. The highest score possible in each of the three categories on the SAT is 800. Five Kansas students posted a perfect score on the 2007 SAT exam.



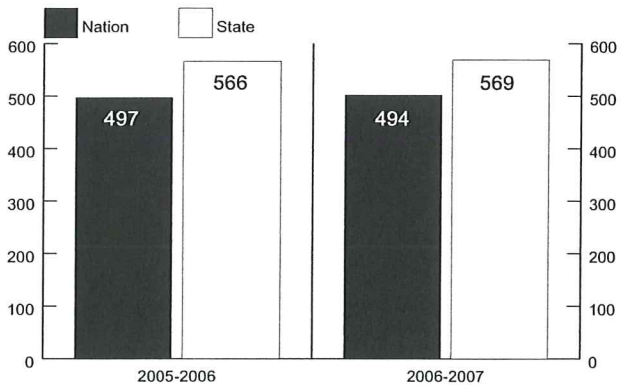
SAT Mathematics Scores 2002-2007



SAT Reading Scores 2002-2007



SAT Writing Scores 2005-2007



Note: 2006 was the inaugural year for the SAT writing exam.

Kansas Assessments

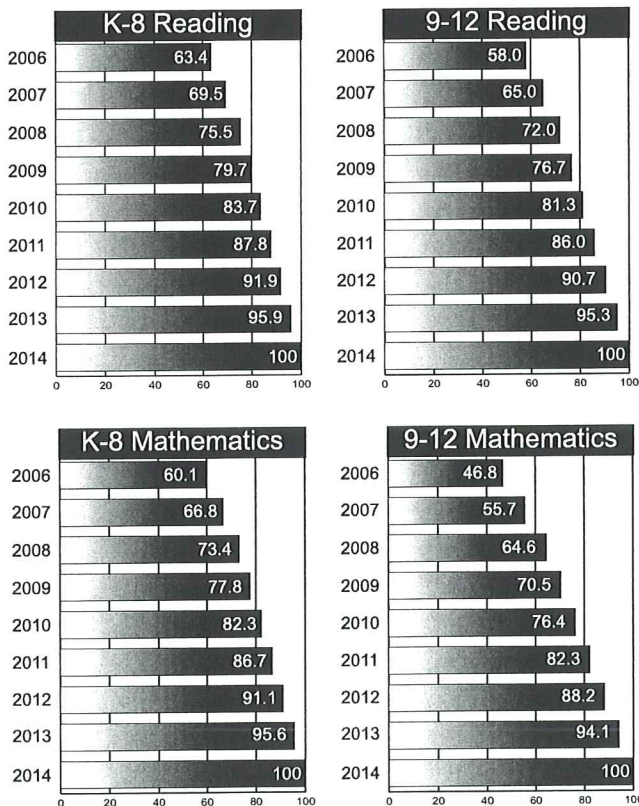


Targets for 2006 - 2014

The 2007 assessment results reflect scores based on the curriculum standards adopted by the State Board of Education. This is the second year of the implementation of new tests so scores are being compared to the 2006 tests.

Student scores are reported in terms of performance levels. Kansas introduced new performance labels last year. The labels—Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, and Academic Warning—remained the same for the 2006-07 testing cycle. To comply with NCLB, states are also required to set percentage targets that must be met to achieve AYP. Targets were filed with the U.S. Department of Education. The chart below shows the established targets, in terms of percentage of students achieving the “Meets Standard” category or above, for the years 2006 through 2014.

Kansas State Board of Education
Adequate Yearly Progress



Reading, mathematics and writing assessments were given in 2006-07. Reading and mathematics assessments were given to grades 3 through 8 and once in high school. Writing was assessed at the 5th, 8th, and 11th grades.

New science and history/government assessments will begin in the 2007-08 school year and revised writing assessments are scheduled to be administered in the 2008-09 school year. Science will be assessed on a yearly basis beginning in the 2007-08 school year to grades 3 through 8 and once in high school. History/government and writing assessments will continue to be assessed every other year to one grade at each educational level.

The challenge of the No Child Left Behind legislation is the continual raising of the achievement bar so that all students demonstrate proficiency by 2014. Over the past several years, Kansas schools have made significant progress in meeting the challenge. The on-going work of Kansas educators is reflected in the improvement of assessment scores by Kansas students.

Assessment Results Show Students Strong in Reading, Mathematics & Writing

Results from the Kansas Statewide Assessments show strong performance in reading, mathematics, and writing for all students. The gaps are decreasing. Tests are given in grades 3 – 8 and once in high school for reading and mathematics. Writing is tested at the 5th, 8th and 11th grade biennially. Opportunity to learn was implemented in mathematics this year at the high school level. In the past, reporting was done at Grade 10 for mathematics and Grade 11 for reading and writing. This year all test results are reported at the 11th grade, with test results for mathematics being banked until the 11th grade reporting cycle.

Kansas Assessments



Reading

Reading scores were high across all grade levels. For 3rd grade reading, 81.9 percent of students performed in one of the top three levels; 83.6 percent of 4th grade students performed at or above Meets Standard; for 5th and 6th grades, 81.1 percent achieved at Meets Standard, Exceeds Standard, or Exemplary; 83.2 percent of Kansas 7th graders were in the top three categories; 79.0 percent of 8th graders scored at Meets Standard or higher; and 77.0 percent of high school students were at or above Meets Standard.

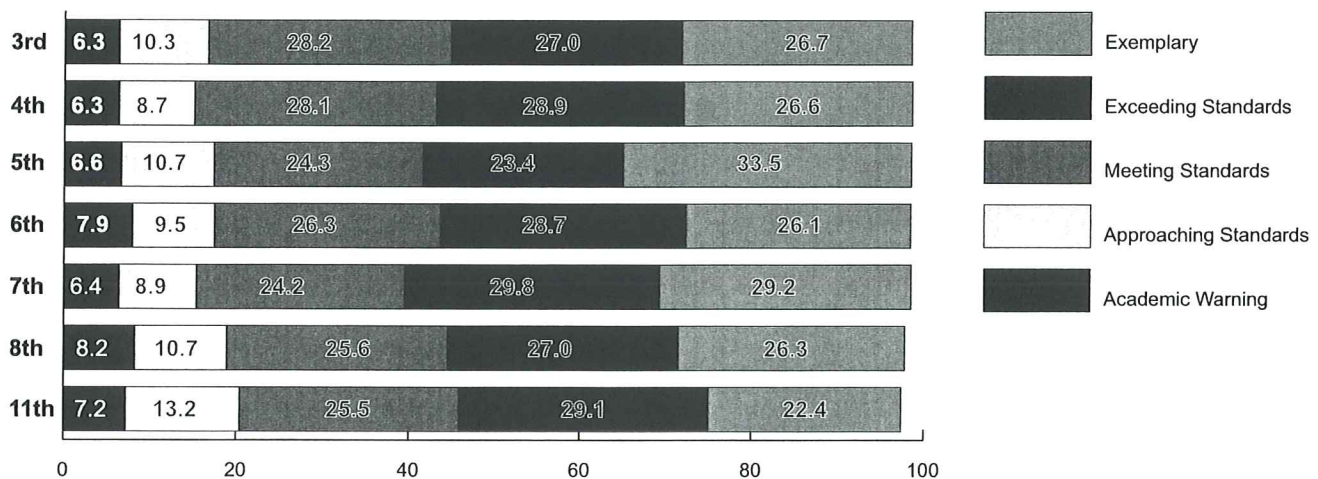
When compared with 2006 results, the reading scores reported above reflect an increase in achievement for all grade levels except high school which remained at 77 percent.

The percentage of disadvantaged students scoring at Meets Standard or above increased from 67.7 percent in 2006 to 70.6 percent in 2007. Students with disabilities also increased performance from 57.4 percent at Meets Standard or above to 58.8 percent in 2007. English Language Learners performed at 54.6 percent at Meets Standard or above in 2007. This compares with 49.8 percent in 2006.

Hispanic students stayed at 61.5 percent at Meets Standard or above when compared to 2006 results and African American students at Meets Standard or above showed a decrease of 2.4 percent when compared with 2006 data.



2006-2007 Reading Assessments All Students



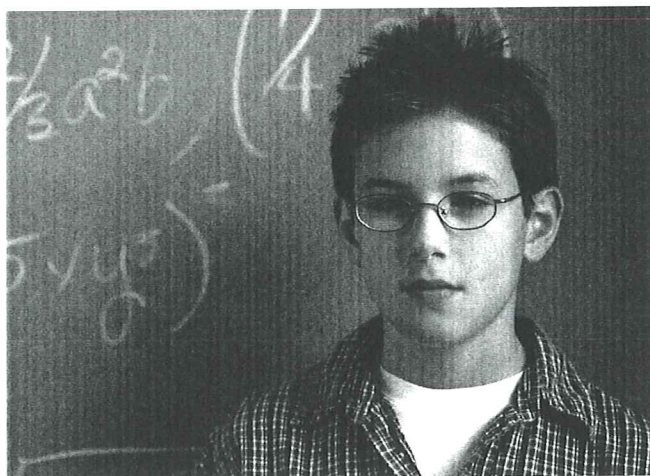
Kansas Assessments



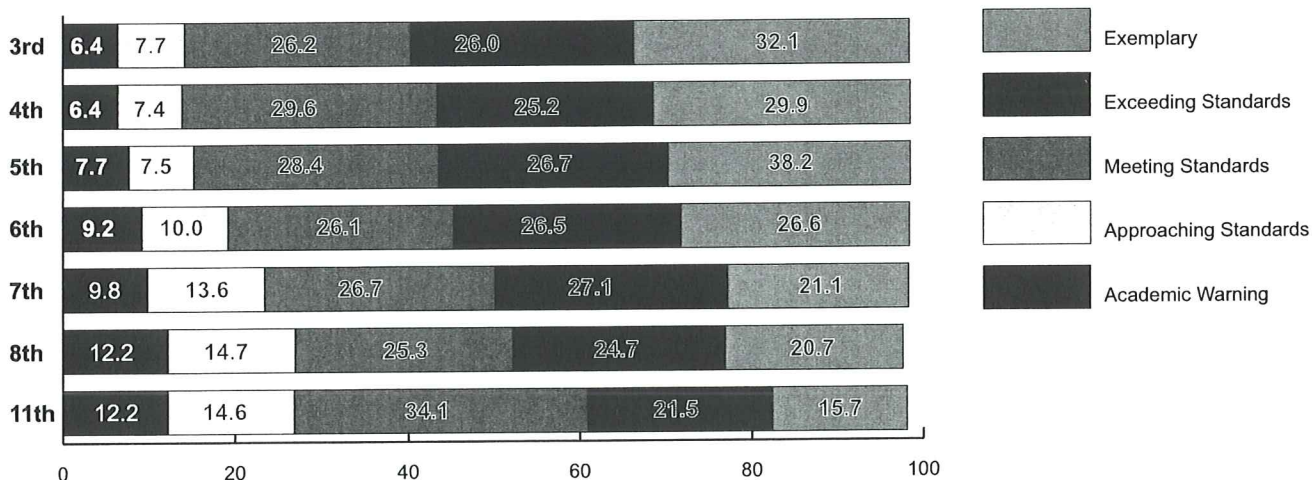
Mathematics

Mathematics scores across grade levels showed significant growth when compared to the 2006 results. At the third grade level, 84.3 percent of students performed at Meets Standard or above on the 2007 assessment test. This compares with 80.9 percent last year. At the 4th grade level, 84.7 percent were in one of the top three categories. In 2006, 80.7 percent of fourth grades achieved this result. At the 5th grade level, 83.3 percent of students were in one of the top three categories. Last year, the percent was 78.8. For 6th grade students, 79.1 percent were at Meets Standard or above, with 74.3 percent scoring at this level or above last year. Seventh grade students had 74.9 percent at Meets Standard or above on the 2007 assessment. This compares with 70.3 percent last year. On the 8th grade assessment test, 70.8 percent of the students scored at Meets Standard or above. Last year in the 8th grade, 66.6 percent of students were in the top three categories. High school students showed the most improvement with 71.2 percent performing at Meets Standard or above. Last year 58.3 percent of 10th graders performed this well.

All subgroups in mathematics recorded gains in achievement. Disadvantaged students rose from 62.6 percent at Meets Standard or above to 69.7 percent. Students with disabilities went from 52.7 percent to 56.4 percent in 2007. English Language Learners performed on the 2006 assessment at 55.7 percent at Meets Standard or above. This compares with 62.9 percent in 2007. African American students had 51.5 percent at Meets Standard or above in 2006 and 54.6 percent in on of the top three categories in 2007. Hispanic student scores rose from 59.3 percent at Meets Standard or above in 2006 to 64.7 percent in 2007.



2006-2007 Mathematic Assessments All Students



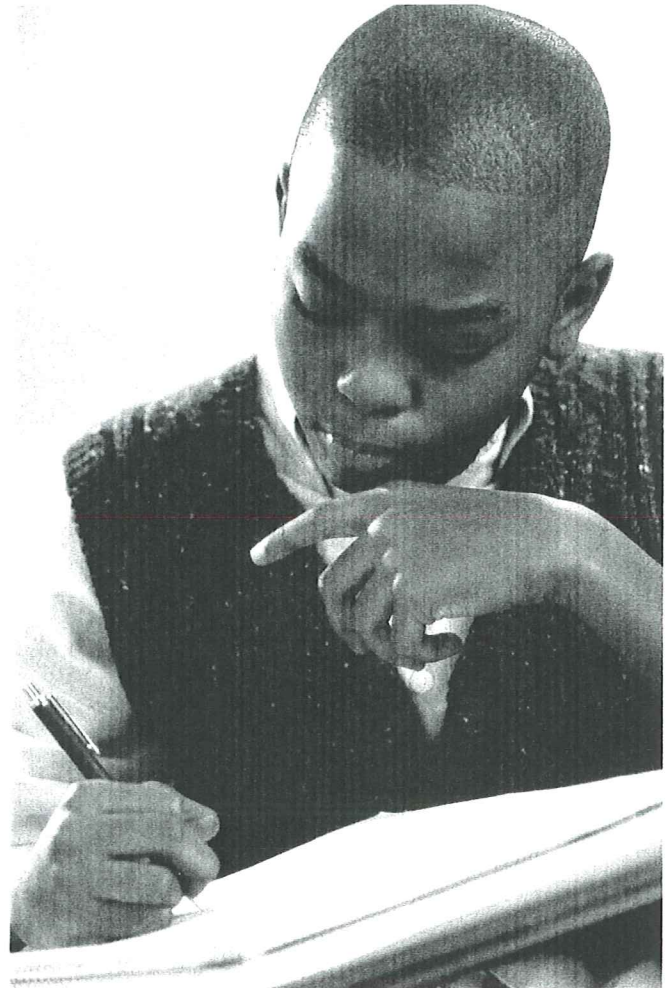
Kansas Assessments



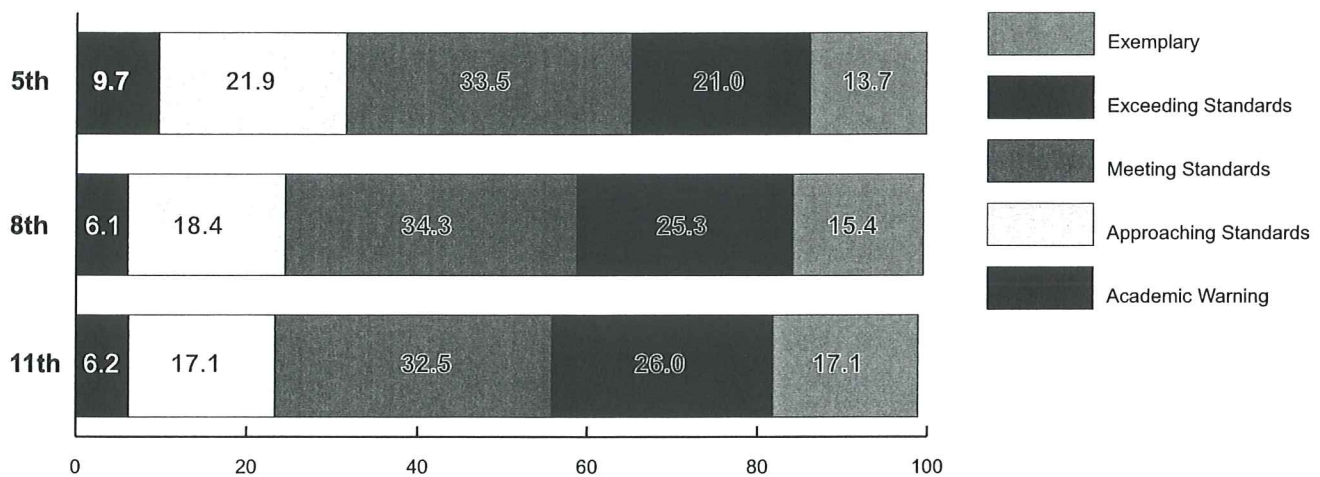
Writing

Writing is assessed every other year in Kansas at grades 5, 8, and 11. Sixty-eight percent of Kansas 5th graders performed at Meets Standard or above. In 8th grade, 75.0 percent of students tested performed at Meets Standard or above, and 75.4 percent of high school students tested in one of the top three categories. The writing results reflect that students are being afforded greater opportunities for writing and overall show a solid performance.

When analyzing the writing trend data at the 8th grade level, an increase across all subgroups is reflected and gaps among students seem to be closing.



2006-2007 Writing Assessments
All Students



Kansas Assessments



Standard of Excellence

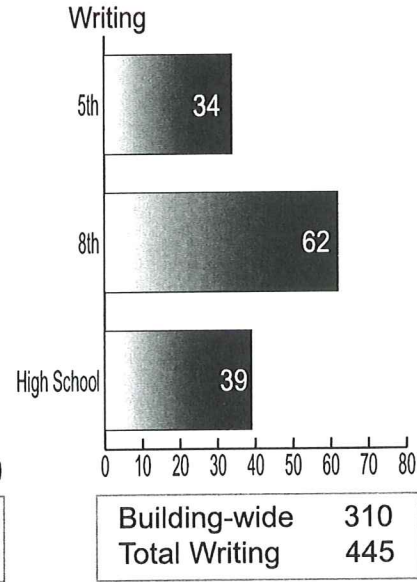
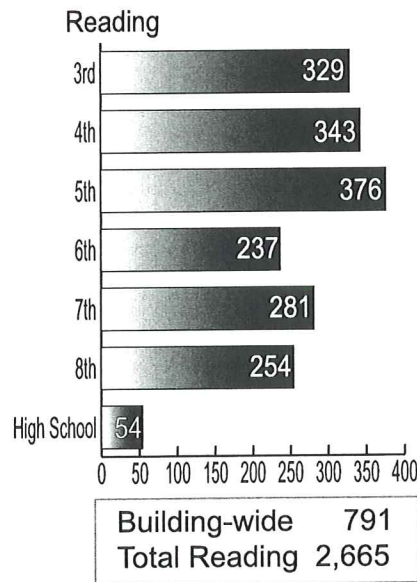
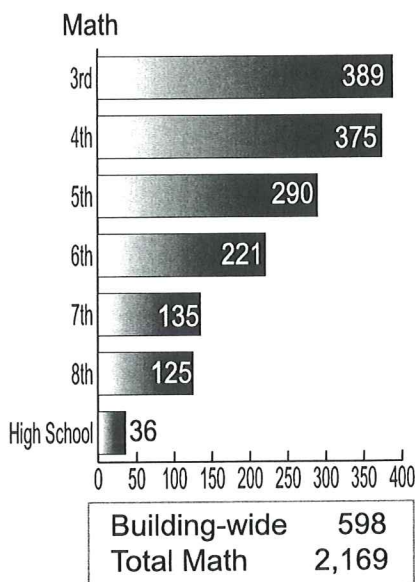
For schools making Standard of Excellence, we saw more increase in mathematics than reading. There were two changes in the formula. To achieve a 2007 Standard of Excellence, the “all group” classification had to make AYP. Also, if a school only tested one grade level, the school could achieve a Building-wide Standard of Excellence. However, it could not also receive the grade level Standard of Excellence. This is a change from 2006. The Standard of Excellence looks at all students and is not a part of NCLB.

For a comprehensive list of schools receiving the Standard of Excellence in reading, mathematics, and/or writing, go to www.ksde.org and look under “Hot Topics” on the right hand side of the screen.

The 2007 State Report Card can be accessed at www.ksde.org under “Data/Report Card.” State, district and individual school data can be viewed.



Standard of Excellence Comparisons 2006-2007



Accolades

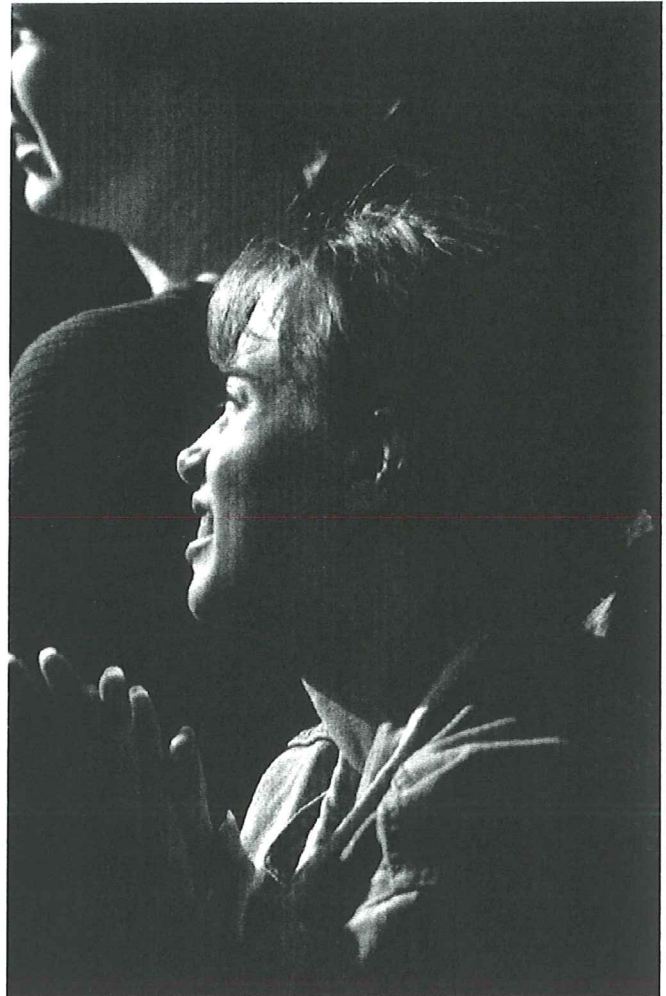


Blue Ribbon Schools

Five Kansas schools received the 2007 NCLB-Blue Ribbon School Award, joining 19 other Kansas schools which have been named since 2003. Five additional schools were nominated for the 2008 NCLB-Blue Ribbon School Award.

Governor's Achievement Award

The Governor's Achievement Award was presented to 44 elementary schools, 12 middle/junior high schools, and 19 high schools. This is the second year of this prestigious award which recognizes excellence in education. Schools receiving the award must have achieved in the top 5 percent of all schools in the category as well as having achieved the Standard of Excellence in both reading and mathematics. Schools must have made AYP for the 2006 -07 school year in both reading and mathematics as well as one additional measure. For elementary, middle, and junior high schools, the additional measure is attendance. For high schools, the measure is graduation rate. A comprehensive list of award recipients can be accessed on the KSDE website.



No Child Left Behind Compliance



In accordance with federal legislation which requires states to annually assess the progress its schools and districts are making toward having all students meet or exceed state standards on assessments of reading and mathematics by 2014, tests are administered annually to Kansas students in grades 3 through 8 and once in high school. Kansas schools and districts improved their performance toward the goals of the federal No Child Left Behind legislation again in 2006-07. NCLB requires states to publish a state and district report card, calculate adequate yearly progress (AYP) for all schools, districts and the state, and determine the number of Title 1 schools on improvement. The report card for the state, districts, and schools can be accessed at <http://online.ksde.org/rcard/>

AYP is a method of determining the progress schools, districts and the state made in meeting the NCLB goal of having all students proficient by 2014. To meet AYP measures, annual targets for performance on reading and mathematics assessments must be met, as well as goals for participation on the assessments and improved graduation rates. These targets must be met not only by the all-student population of schools, districts and the state, but also by each subgroup of students. A subgroup is any group of 30 or more students that can be identified by characteristics related to ethnicity, income level, special needs, or English proficiency. The mathematics targets for the 2006-07 testing cycle were 66.8 percent for K-8 and 55.7 percent for grades 9-12. The reading targets were 69.5 percent for K-8 and 65.0 percent for grades 9-12.

Additionally, in order to make AYP, the attendance rate must be 90 percent or an increase from the previous year. Similarly, the graduation rate must be at 75 percent or an improvement from the last year. Schools are required to assess at least 95 percent of both the aggregate group and each subgroup in order to meet AYP assessment requirements.

In the 2006-07 testing cycle, 89 percent or 1,229 of the state's 1,399 public schools made adequate yearly progress (AYP), even though the targets have been increasing steadily since 2002. This compares with 86.8 percent or 1,206 of the 1,391 public schools making AYP last year.

During the prior testing year, 270 or 90 percent of Kansas school districts made AYP. This compares to 263 or 89 percent of Kansas school districts making AYP in the 2006-07 academic year.

There were 33 districts and 154 schools not making AYP for the 2006-07 testing cycle. This compares to 31 districts and 187 schools last year. For a complete list of schools and districts not making AYP, go to <http://www.ksde.org/LinkClick.aspx?fileticket=R4o2PfFqpN4%3d&tabid=403>

The good news is that more Kansas schools are achieving their goals in reading and mathematics even though these same goals have increased substantially over last year. By a persistent focus on academic success, Kansas educators are clearly meeting the challenge of educating all students to a high standard.

Schools and districts participating in federal program Title 1 are identified for improvement when they miss AYP in the same area (i.e. reading, mathematics, attendance or graduation rate) for two consecutive years. Status is publicized on the KSDE website through the report card. Title 1 schools are those schools that receive NCLB Title 1 funds to provide supplemental support in reading and mathematics. In the 2006-07 academic year, there were 691 schools in Kansas identified as Title 1 schools, of which 95 percent made AYP. All 296 districts in Kansas in the 2006-07 academic year were identified as Title 1 districts. Ninety-five percent of the districts, or 280, made AYP.

No Child Left Behind Compliance

For the 2007-08 academic year, there are 16 districts and 35 schools on improvement. This compares to 11 districts and 25 schools on improvement last year.

Title 1 Districts Identified for Improvement for 2007- 08

- Five districts are in their first year of improvement.
- Seven districts are in their second year of improvement; however there are two that are identified as Year 1 Delay since they made AYP in 2007.
- Four districts are in their fourth year of improvement.
- Ten districts are on improvement for reading; one is on improvement for mathematics.
- Five districts are on improvement for both reading and mathematics.
- Eight districts on improvement have schools on improvement; eight have no schools on improvement.

Title 1 Schools Identified for Improvement for 2007- 08

- Eighteen schools are identified for the first time.
- Three schools are on Delay status for the next level of sanctions as they made AYP in 2007.
- Five schools are in Year 2 improvement status; six are in Year 3; two are in Year 4; and one is in Year 5.
- Eleven schools are identified for reading only.
- Eight schools are identified for mathematics only.
- Sixteen schools are identified for both reading and mathematics.

The number of years a Title 1 school or district is on improvement determines the level of sanction it faces. The Year 1 sanction is to offer Choice to students at the school. In Year 2,

the school must offer Choice and Supplemental Educational Services (SES). In Year 3, the school must offer Choice, SES, and Corrective Action. School in Year 4 must offer Choice, SES, Continued Corrective Action, and a Plan to Restructure. The fifth year on improvement brings Choice, SES, and the Implementation of a Restructuring Plan.

Schools and districts that are on improvement may delay moving to the next level of sanction when they make AYP one year. For example, a school in its second year of improvement must offer choice but could delay supplemental educational services if it made AYP during the last testing cycle.

Once identified as "on improvement," a school or district must make AYP for two consecutive years to be removed from the list. Title 1 schools and districts identified for improvement are provided technical assistance from the Kansas State Department of Education to improve performance in the areas that are causing the school to fall below the AYP targets.



Kansas' Attendance, Graduation, Dropout Rates

Attendance

Attendance rates remained high at 95 percent across Kansas during the 2006-07 academic year for all students. The state's attendance rate is one of the indicators for adequate yearly progress (AYP) under the federal No Child Left Behind legislation. In Kansas, schools must meet a 90 percent attendance rate target, or the school or district must show improvement over the previous academic year to achieve AYP. Kansas students in all groups met the target; in fact, all student groups were above 93 percent for attendance.

The student attendance rate is determined by dividing the average daily attendance by the total average daily attendance. The chart to the right shows data for the past five years disaggregated by gender, students eligible for free and reduced

lunch programs, students with disabilities, and ethnicity/race.

Average Student Attendance Rates

2003- 2007	2003	2004	2005	2006	2007
Males	94.9	95.3	95.1	95.3	95.1
Females	94.8	95.0	95.0	95.1	94.2
Free/Reduce	93.2	93.2	93.6	94.2	93.7
Special Education	93.2	93.8	93.5	94.2	94.0
Caucasian	95.2	95.5	95.4	95.4	95.3
African American	92.5	93.4	93.1	93.7	93.8
Hispanic	94.0	94.3	94.4	94.6	94.4
Native American	92.5	93.4	93.1	93.2	93.4
Asian/ Pacific Islander	96.0	96.2	96.3	96.4	96.1
Total	94.9	95.2	95.1	95.2	95.0

Graduation Rates

Graduation rates for Kansas students for the 2005-06 school year (the most recent year of data) were at an all-time high of 90.7 percent. This is an increase of .5 of a percent over the 2004-05 graduation rate and a 5 percentage point increase since 2002. Graduation Rates are also used to calculate AYP for public high schools. Schools and districts must have a graduation rate of at least 75 percent or show improvement over the previous year to make adequate yearly progress according to the NCLB legislation.

As evidenced by the chart to the right, all groups of students posted increases in the graduation rate. Special education students posted an 8.6 percent increase over the previous year.

Average Student Graduation Rates

2003- 2007	2003	2004	2005	2006	2007
Males	84.8	86.2	87.3	88.6	89.4
Females	88.8	89.0	90.9	91.9	92.1
Free/Reduce	75.6	78.2	81.6	83.9	85.2
Special Education	82.4	86.5	86.8	87.1	95.7
Caucasian	89.2	90.1	90.9	92.8	92.8
African American	75.5	76.3	81.2	83.1	83.6
Hispanic	69.5	72.1	77.9	79.0	79.1
Native American	77.9	80.7	79.9	81.5	82.5
Asian/ Pacific Islander	89.8	90.9	92.0	91.2	92.0
Total	86.7	87.6	89.1	90.2	90.7

Note: Reported data represents percentages and each year represents the prior year's graduation class.

The graduation rate was determined by adding the total number of seniors with the three year dropouts (when seniors were juniors), the year two dropouts (when seniors were sophomores), and the year one dropouts (when seniors were freshmen). The number of non-traditional graduates (those who earn a GED or graduate in more than four years) is then subtracted from the total. That number is divided into the number of traditional graduates and the resulting number is then multiplied by 100 to arrive at the graduation rate.

Kansas' Attendance, Graduation, Dropout Rates

Dropout Rates

The state's reported dropout rate increased by two-tenth of a percent for the 2005-06 school year from 1.5 percent to 1.7 percent. All disaggregated groups of students showed a slight increase in the dropout rate with students qualifying for free and reduced lunch programs showing a .8 percent increase. African American students had the highest dropout rate at 3.1 percent. Native American students at 3.0 percent were closely followed by Hispanic students, at 2.9 percent.

Dropout rates are calculated using dropouts reported for the year for Grades 7 through 12 and dividing the total enrollment for the year for the same grades. Dropout rates are a one-year indicator of students who left school and not the inverse of graduation rates.

The chart below shows data for the past five years disaggregated by gender, students eligible for free or reduced price lunch programs, and ethnicity/race.



Average Student Dropout Rates

2003- 2007	2003	2004	2005	2006	2007
Males	1.8	1.8	1.6	1.7	1.8
Females	1.3	1.3	1.2	1.2	1.5
Free/Reduce	2.1	1.6	1.4	1.4	2.2
Special Education	1.9	1.9	1.4	1.4	1.7
Caucasian	1.3	1.2	1.2	1.2	1.3
African American	2.6	3.1	2.5	2.5	3.1
Hispanic	3.1	2.8	2.4	2.5	2.9
Native American	2.5	2.6	2.3	2.4	3.0
Asian/ Pacific Islander	1.3	1.7	0.9	1.0	1.7
Total	1.6	1.5	1.4	1.5	1.7

Note: Reported data represents percentages and each year represents the prior year's graduation class.

School Violence



Violent acts committed by Kansas students against other students and teachers in Kansas schools remain very low. From 2002 through 2005, Kansas schools recorded a slight decrease in the number of reported acts against students. While academic year 2006 saw a slight increase in the number of violent acts committed against other students, the 2007 data shows a slight decrease among all subgroups except Hispanic and disadvantaged students. In 2007, the greatest number of violent acts committed by students against other students was in the African American category; however, the data shows a slight decrease in the number of violent acts when compared to last year.

Data concerning violence against teachers in Kansas was mixed in 2007, with the categories of disadvantaged students, students with disabilities, African American, and Hispanic students showing slight increases.

The percentages in the accompanying charts, reported by student populations, reflect the number of the violent acts committed in Kansas schools over the past five academic years. For the purpose of reporting data in Kansas, violent acts are defined as “malicious acts against students or staff which result in the student receiving out-of-school suspension or expulsion.”

It should be noted that many schools have a local definition of violent acts which impacts the overall data. For example, some schools have a “zero tolerance” policy for violent acts, which results in a higher number of acts being reported. Conversely, some schools add broader guidelines to the definition so fewer incidents are reported.

Violent Acts Against Students

2003- 2007	2003	2004	2005	2006	2007
Males	20.9	2.10	2.03	2.47	2.13
Females	0.71	0.73	0.69	0.78	0.76
Free/Reduce	2.41	2.33	2.35	2.32	2.49
Special Education	3.05	2.90	2.71	2.87	2.87
Caucasian	1.13	1.12	1.10	1.31	1.19
African American	3.55	3.54	3.52	4.41	4.26
Hispanic	1.84	1.96	1.71	1.93	2.27
Native American	2.62	2.38	1.85	2.62	2.24
Asian/ Pacific Islander	0.64	0.59	0.61	0.80	0.54
Total	1.42	1.44	1.38	1.65	1.46

Violent Acts Against Teachers

2003- 2007	2003	2004	2005	2006	2007
Males	0.18	0.21	0.22	0.27	0.25
Females	0.05	0.06	0.06	0.27	0.08
Free/Reduce	0.24	0.27	0.26	0.25	0.30
Special Education	0.24	0.27	0.26	0.25	0.75
Caucasian	0.09	0.09	0.10	0.13	0.14
African American	0.43	0.58	0.59	0.64	0.66
Hispanic	0.07	0.1	0.06	0.00	0.14
Native American	0.23	0.3	0.16	0.31	0.09
Asian/ Pacific Islander	0.05	0.02	0.04	0.14	0.05
Total	0.12	0.14	0.14	0.18	0.16

School Workforce



It takes many dedicated people to keep Kansas schools running. The breakdown is as follows:

School Based Instruction

A total of 34,351 full-time equivalent (FTE) teachers were employed in Kansas K-12 public education in the 2006-07 academic year. Classroom teachers made up 50.5 percent of all school employees.

There were 8,465 teaching assistants providing direct classroom support in Kansas schools. They made up 12.5 percent of all school employees.

Principals and assistant principals provide instructional leadership in our schools. The 1,761 principals and assistant principals in Kansas public schools for the 2006-07 school year made up 2.6 percent of school employees.

Combined, teachers, teacher assistants, and principals totaled nearly 66 percent of all public school employees.

Support Personnel

Our schools could not operate without the individuals who keep our buses running, our buildings clean and well maintained, our lunches served and our records in order. The 25,962 individuals who did this work in the 2006-07 academic year made up nearly 38 percent of public school employees. Of those employees, 1,376 served as directors, supervisors, and coordinators of these services.

Guidance counselors, school psychologists, social workers, audiologists, speech therapists, school nurses, and other professionals play a vital role in our schools. There were 3,152 such professionals working in our schools in the 2006-07 school year, comprising 4.6 percent of public school employees.

There were 805.1 central office administrators, managers, curriculum specialists, and other directors setting policies and directing the operation of public school in the 2006-07 academic year. These superintendents, assistant superintendents, school business personnel, and directors of district-wide programs totaled 1.2 percent of school employees.

Who is Teaching in Kansas Schools?

Of the 34,351 teachers in Kansas public schools during the 2006-07 school year, pre-kindergarten teachers comprised 1.2 percent of that group, 43.1 percent were elementary teachers, 16.6 percent were middle school teachers/junior high teachers, 28.2 percent were high school teachers. Approximately 11 percent were special education teachers.

Men comprised 25.9 percent of the Kansas teaching workforce for 2006-07. The remaining 74.1 percent of the teaching workforce were women. Approximately 95.3 percent of the teaching workforce in Kansas were Caucasian, 1.7 percent were African American, 1.6 percent were Hispanic. Asian and Native American teachers made up the remaining 1 percent of the teaching workforce.

The National Board for Professional Teaching Standards certified 268 teachers in Kansas through the 2006-07 academic year.

The estimated average teaching salary in Kansas for the 2005-06 school year (the most recent year available) was \$41,467 compared to the national average of \$49,026. Kansas teacher salaries rank 37th in the nation, up from 38th last year.

Based on the audit findings of the Legislative Division of Post Audit, 25 percent of the current teachers will be eligible to retire in the next five years. Approximately 50 percent of the certified personnel in Kansas schools are over the age of 45, while 37 percent of the teachers are over the age of 50.

In the 2006-07 school year, the Kansas State Department of Education issued 1685 initial licenses to graduates with education degrees from the state's colleges and universities. In other words, the number of teachers eligible to retire and the number we are producing in colleges and universities is out of balance.

The areas where vacancies are most serious include special education, math, science, vocational-technical, foreign language, music, and counseling. As of June 4, 2007, districts in Kansas had 1,144.4 vacancies for certified staff. On August 1, 2007, the number of vacancies was still 476.5.

Of great concern is the fact that 35 percent of Kansas teachers leave the profession in the first five years of practice. Returning teachers comprise approximately 87.1 percent of the teaching personnel for the 2006-07 academic year, while new teachers comprise 4 percent. Teachers who came from other schools within the state totaled 5.3 percent of the teaching staff, while those coming to Kansas from other states totaled just 1.6 percent.

The situation has led some districts to recruit teachers from other countries. Teachers from the Philippines, India and Spain were recruited to teach in Kansas schools for the 2006-07 school year. A memorandum of understanding between Kansas and China brought more Chinese language teachers to Kansas.

As a result of those recruiting efforts, eighty-four teachers whose education was completed outside the United States were issued licenses in Kansas for the 2006-07 school year. Additional teachers whose education was completed outside of the United States may be employed in Kansas schools because these teachers have met all licensure requirements of the state.



Profiles in Kansas Education



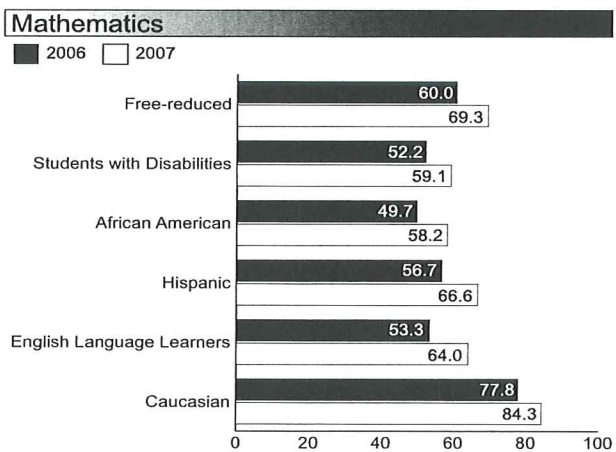
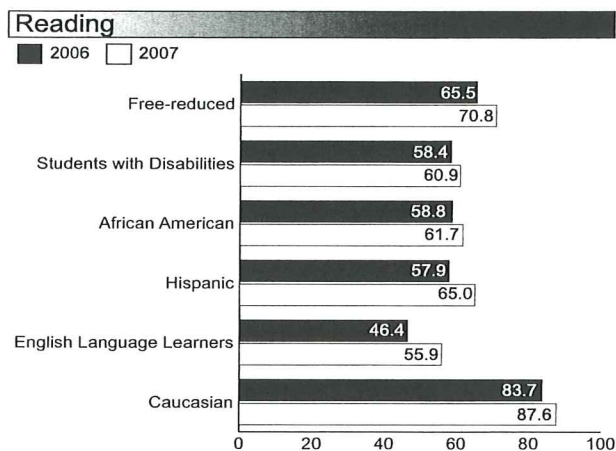
The federal No Child Left Behind Act (NCLB) has had great impact on the practices of schools and districts across Kansas. In 2006, NCLB required states to administer new assessments to students in grades 3-8 and once in high school in both reading and mathematics and to use those assessments to determine if schools, districts, and the state made adequate yearly progress (AYP) as defined by the federal legislation. In an effort to close the achievement gap among student populations, as well as have all students proficient or above by 2014, states were required set targets. These targets were then submitted to the U.S. Department of Education for approval. The annual percentage target of students needed to be proficient or above on state assessments increases each year to 2014. AYP is calculated by the number of students in a school, district, or state achieving the targets.

Another component of AYP is attendance for elementary, middle, and junior high schools. High schools must meet the graduation rate target. While most schools miss AYP targets due to assessment results, if an elementary, middle or junior high school misses the required attendance target for its students, it will not make AYP regardless of its performance on the assessment tests. Similarly, a high school must make the graduation rate target to be considered as having made AYP.

In 2007, 89 percent of the 1,399 Kansas public schools made adequate yearly progress with only 154 schools not making AYP. Ninety-five percent of Title 1 schools in Kansas made AYP as did 95 percent of Title 1 districts in Kansas.

The charts below indicate the percentage of Kansas students tested in 2007 who met or exceeded the reading and mathematic standards and compares the data to the 2006 testing cycle.

2006-2007 Meets Standards or Above



Nationally, a Cut Above

On the 2007 National Assessment of Educational Progress (NAEP), Kansas students continue to rank among the top states for student achievement. On the 2007 NAEP assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (both domestic and overseas). The NAEP test is given to a sample of students in each of the 52 jurisdictions. Approximately 12,000 Kansas students participated in the NAEP assessment.

Results of the NAEP exams are measured in two ways: 1) with an average scale score from 0 to 500, and 2) with achievement levels. NAEP has three performance levels: Basic, Proficient, and Advanced. NAEP's basic performance level may be most comparable to "Meets Standard" performance level on the Kansas assessment.

Nationally, reading scores were higher at grades 4 and 8 in 2007 compared to 2005. Eighteen states, including Kansas, showed a significant increase in reading results for students in grade 4. Of the 52 jurisdictions reporting 4th grade reading results, the average for Kansas was higher than 23 and lower than 5. Kansas 4th grade groups which showed statistically significant growth in 2007 included: Males, Females, White, and Black students. Kansas' 4th grade results were significantly higher than the national public school average.

The 2007 Kansas results in 8th grade reading were higher than 20 of the 52 participating jurisdictions and lower than that of only 5. Kansas' average score of 225 in 2007 was higher than that of the nation's public schools score of 220.

The 2007 Kansas average score in mathematics was not significantly different from that of 2005. Kansas, however, did rank among the top states in the nation in grade 4 mathematics with only one state (Massachusetts) possessing significantly higher results. While

there were no statistically significant changes in the gaps from 2007 and 2003 in Kansas, the state's 4th graders scored significantly higher than most public schools in the nation.

Kansas also ranked among the top states in the nation in eighth grade mathematics. As in grade 4, only one state (Massachusetts) had a significantly higher math result than that of Kansas. Kansas' 8th grade students significantly outscored students in 43 jurisdictions, with seven jurisdictions not significantly different from Kansas. The percentage of grade 8 students from Kansas at or above the NAEP Proficient level was significantly greater than in 2005. Similarly, the percentage of Kansas 8th graders scoring at or above the NAEP Basic category was significantly greater than in 2005.

Significant Achievement Gap seen on the NAEP

Although the achievement gap has narrowed in Kansas between Caucasian students and their African American and Hispanic peers, NAEP results show that a significant achievement gap remains.

For example, in 4th grade reading there was an achievement gap of 26 points between African American and Caucasian students. In 8th grade reading, African American students scored an average of 24 points less than their Caucasian peers.

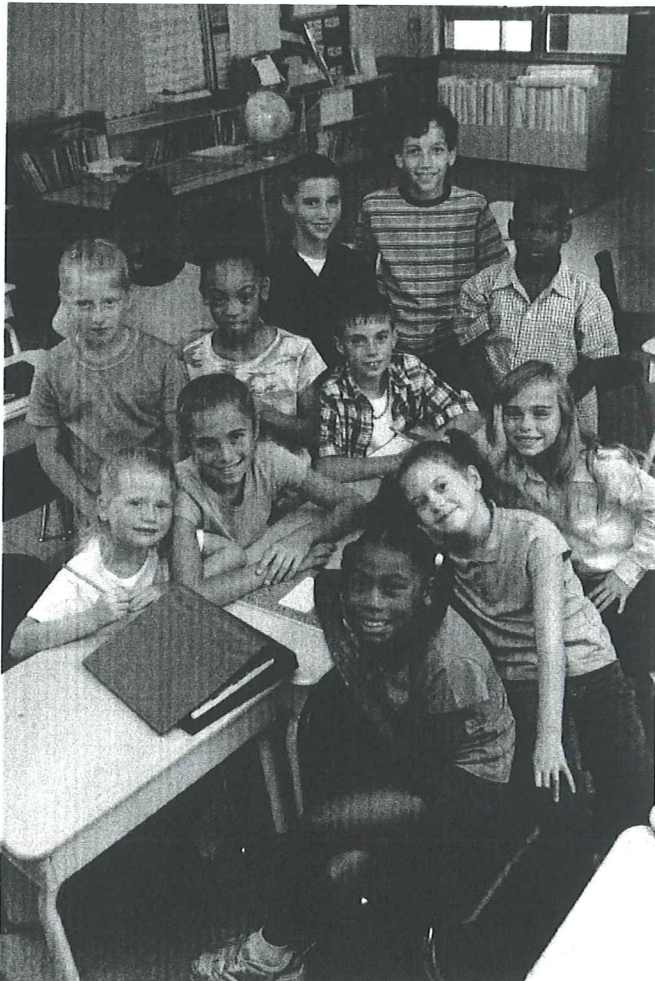
In 4th grade mathematics African American students scored an average of 26 points less than Caucasian students and Hispanic students had an average score that was lower than Caucasian students by 18 points.

In 8th grade mathematics African American students scored an average of 28 points lower than Caucasian students and Hispanic students had an average score that was lower than Caucasian students by 26 points.

Profiles in Kansas Education

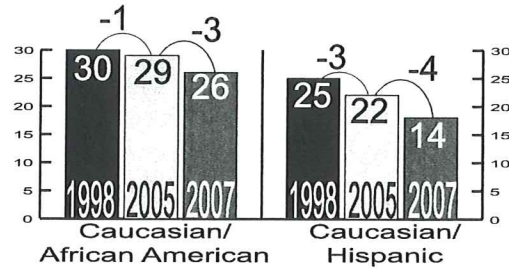
Of the 4th grade students in Kansas who took the NAEP exam, 73 percent were Caucasian, 8 percent were Black, and 13 percent were Hispanic. Of the Kansas 8th graders who took the NAEP assessment, 76 percent were Caucasian, 8 percent were Black, and 10 percent were Hispanic.

While the gaps among various subgroups of students continue to need to be addressed, we can be encouraged by the progress being made. Kansas teachers and students are focused on achievement, and these and other tests confirm this commitment to excellence.

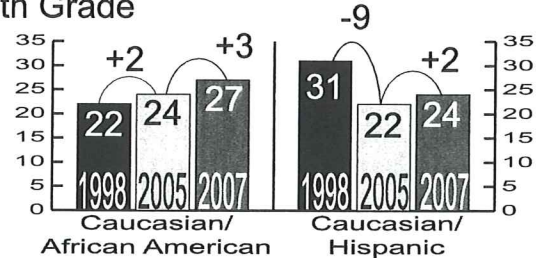


Performance Gap 1998, 2005, and 2007

Reading 4th Grade

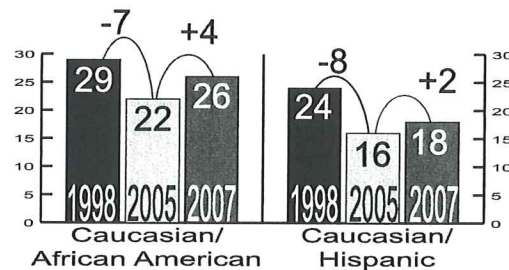


8th Grade

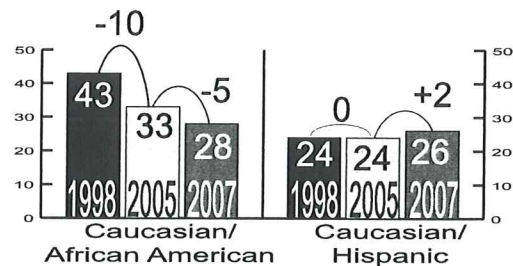


Mathematics

4th Grade



8th Grade



Legislation



For the most part, the 2007 Legislative Session was fairly quiet on the education front. In July 2006, the Kansas Supreme Court ruled the three-year school finance plan passed by the 2006 Legislature met the criteria established in the 1999 lawsuit against the state and dismissed the lawsuit. The three-year funding plan was implemented prior to the start of the 2007 Session.

The bills chosen for inclusion in this summary have important legislative information related to education. The enrolled bills may be found and printed from <http://www.kslegislature.org>.

Non-proficient Weighting, Policies Against Bullying, Simplifying Local Option Budget Procedures, Schools Facing Disasters

SB 68 removes the sunset date on the non-proficient weighting within the school finance formula. The bill also requires school district boards to adopt policies prohibiting bullying on school property, in school vehicles, or at school-sponsored activities. The bill also requires each school district to adopt and implement a strategic plan to address bullying, which must include provisions for training and education of staff and students.

The bill requires the State Board of Education to assist any school district deciding to offer grade-appropriate curriculum for character development programs. The bill also simplifies the provisions of law related to the procedures school districts must follow when adopting local option budgets.

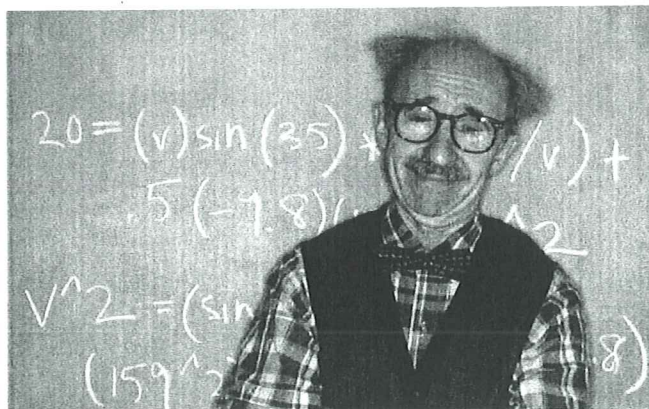
Finally, the bill allows school districts experiencing disasters which cause the district to be unable to participate in state assessment tests, to continue to receive the non-proficient student weighting equal to the amount received in the prior year, with approval of the State Board of Education.

School Safety Violations

SB 129, as amended, changes notification requirements regarding students expelled or suspended from school for committing a school safety violation. Specifically, a school's chief administrative officer would be required to notify the appropriate law enforcement agency of the expulsion or suspension within ten days. Following receipt of this notice, the law enforcement agency would be required to notify the Division of Motor Vehicles of the Kansas Department of Revenue within ten days. The Division of Motor Vehicles would be required to immediately suspend the student's driver's license or privilege to operate a motor vehicle for one year. If timely notice is not given to one of the divisions, then the division of vehicles shall not suspend the pupil's driver's license or driving privileges.

KPERS Plan Design Changes and Bonus Retirement Payment

SB 362 modifies the retirement plan for current and future members of the Kansas Public Employees Retirement System (KPERS) and provides certain benefit enhancements for current and retired KPERS members. For future KPERS members, the new retirement plan includes state, school, and local employees first hired on or after July 1, 2009. For current members, the group includes those first hired before July 1, 2009. For retired members, the group includes those who retired prior to July 1, 1997, and who had at least



Legislation

10 years of service credit prior to retiring.

New plan for Future Employees Hired after July 1, 2009

The new plan provides for the following:

- first day membership;
- five-year vesting;
- 1.75 percent defined benefit multiplier;
- final average salary based on five highest years;
- compensation cap of 7.5 percent on pay increases in five highest years for determining benefits;
- normal retirement at age 65 with five years of service or age 60 with 30 years of service;
- early retirement eligible at age 55 with 10 years of service with actuarially reduced benefits;
- automatic, annual 2.0 percent cost-of-living adjustment at age 65;
- employee contribution rate of 6.0 percent;
- future cost increases to be shared equally by employers and employees;
- partial lump sum option of 10.0, 20.0 or 30.0 percent at retirement; and
- joint survivor factors actuarially determined by the kpers board of trustees.

Modifications to Current Plan for Employees Hired Prior to July 1, 2009

The amendments to the current plan provide for the following:

- first-day membership to kpers members; and
- five-year vesting for employees hired before July 1, 2009.

Cost-of-Living and Declining Enrollment Weighting Issues; Early Childhood Education; and Pay Increases for the Kansas State School for the Blind and Kansas State School for the Deaf

HB 2310 makes changes to the School District Finance and Quality Performance Act regarding requirements related to school districts qualifying for the cost-of-living or declining enrollment weightings. The bill changes the requirements to qualify for the cost-of-living and declining enrollment weightings. Any school district meeting the other statutory requirements may access the weightings if the district has adopted a local option budget (LOB) in an amount equal to at least 31 percent of the state finance aid for the school district. The bill also allows those districts which had levied a tax for such purposes in school year 2006 – 2007 to continue to levy a tax at a rate that would generate the same amount of revenue as was generated in school year 2006 – 2007, as long as the district adopts a local option budget (LOB) in an amount which equals or exceeds the amount of LOB adopted in school year 2006 – 2007.

The bill also directs the Legislative Educational Planning Committee (LEPC), in collaboration with the 2010 Commission, to study and make recommendations related to early childhood education, including preparing a plan recommending the establishment of the Office of Early Childhood Education by January 1, 2009, as well as the structure of that Office. The bill requires the LEPC to present a report of its activities related to the requirements of this bill to the Governor and Legislature on or before December 31, 2007.

On The Horizon for Kansas Education



Teacher Recruitment and Retention

A major concern for Kansas education is the availability of a highly qualified teaching force. Research tells us that the single most important factor in improving student achievement is the quality of the teacher in the classroom. It is critical that we continue to attract high quality people to the profession and to take necessary steps to ensure that they will stay in the profession beyond five years. Salary and benefits are certainly a focus of teacher recruitment and retention. The average teacher salary in Kansas for the 2005-06 school year was \$41,467, which is below the national average of \$49,026, making salaries paid to Kansas educators 37th in the nation. Additionally, many school districts in Kansas are facing difficulties in providing family health insurance to their teachers.

Beyond offering a competitive salary and benefits, we must provide the mentoring and support necessary to keep teachers in the profession. This is a critical factor in the retention of teachers beyond five years. We cannot continue to increase the demands for performance and accountability while at the same time increasing class sizes and reducing class resources. We must provide mentoring programs for new teachers and end the practice of saving the least desirable duties for the newest in our profession.

Even if we are able to make the necessary changes to attract and retain talented people to the profession, that, in itself, will not be enough. Professional development is critical for success in our schools. We must ensure that the knowledge and skills of our teachers continue to grow so that we can build upon the gains made by our students.

The Kansas State Department of Education held a Teacher Recruitment & Retention Summit in November 2007, to address the issues surrounding teacher preparation, recruitment,

retention and regulations. The purpose of this Summit was to identify strategies that can positively impact preparation, recruitment and retention of teachers. Currently a task force is being convened to review recommendations arising out of the Summit and to outline a plan of action to present to the State Board of Education in early 2008.

Kansas State Board of Education Recommendations for the Reauthorization of No Child Left Behind (NCLB)

The Kansas State Board of Education (KSBE) agrees with the intent of the current version of the Elementary and Secondary Education Act (ESEA) known as the No Child Left Behind Act of 2001. The intent of this law is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education with increased achievement for all students. This is accomplished by focusing on programs and services that work, having highly qualified teachers in every classroom, having an accountability system that is based on high-quality academic standards and assessments, and providing flexibility for parents.

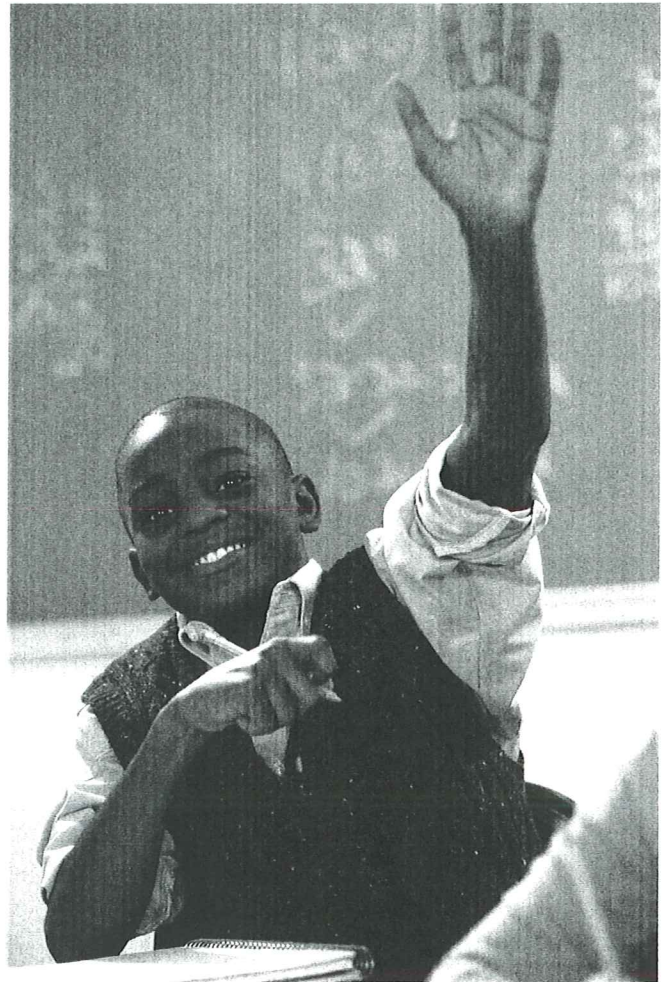
The Kansas State Board of Education believes that all children must be prepared for the future with the appropriate 21st century skills. To accomplish this and to meet the intent of ESEA, the Kansas State Board of Education offers the following recommendations for the improvement of ESEA.

- 1. Recommendation:** Provide states greater flexibility in defining accountability systems and determining adequate yearly progress (AYP). This flexibility includes the use of different progress models; the continued use of confidence intervals; the ability to establish different group sizes; the right to base AYP decisions on the same subgroup missing the targets for two consecutive

On The Horizon for Kansas Education

years; and allowing multiple measures. States should be allowed to focus on successes rather than failures.

- 2. Recommendation:** Reduce the unfair impact of accountability requirements on specific populations of students by counting every student the same number of times.
- 3. Recommendation:** In determining accountability, allow the inclusion of results from all assessments that are based on grade-level standards even though the assessments may be modified for students with disabilities or English Language Learners (ELL).
- 4. Recommendation:** Allow states additional flexibility in exempting English Language Learners from state content assessments if the students are in their first three years of enrollment in U.S. schools and are in beginning levels of English language proficiency.
- 5. Recommendation:** Allow states more flexibility in determining the consequences when schools and districts are identified for improvement. This includes the order of consequences and whether or not schools and districts identified for improvement may become supplemental educational service providers.
- 6. Recommendation:** Provide additional flexibility in timelines and in determining highly qualified status of teachers by continuing use of alternate methods especially for hard to fill positions and areas of shortage of teachers. If teacher effectiveness becomes a part of ESEA, allow states the right to define and determine effectiveness.
- 7. Recommendation:** Provide adequate and sustainable resources by fully funding ESEA programs and requirements. Allow states the authority to not implement any provisions that are not fully funded.





Education Priorities for a New Century

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education)

Redesign the delivery system to meet our students' changing needs

- Develop and implement policy on academic/vocational integration
- Identify, replicate, and promote best practices that can be targeted to specific populations (e.g., high schools; middle school reading; early childhood)
- Study and clarify regulations and identify challenges
- Examine the definition of a classroom in a redesigned system

Provide an effective educator in every classroom

- Develop a policy on alternative compensation
- Identify obstacles
- Assess the effectiveness of current professional development practices
- Identify, replicate, and promote best practice in teacher preparation and professional development
- Improve the support system for teachers
- Develop recruitment strategies for future teachers
- Assess and improve the alternate licensure program
- Promote loving, safe, supportive and nurturing environments

Ensure a visionary and effective leader in every school

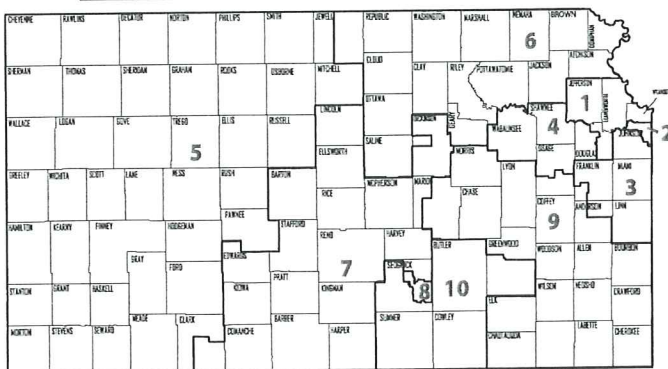
- Identify, replicate, and promote best practices in preparation and performance
- Identify and grow visionary leaders focused on learning
- Study the impact of current leadership programs

Improve communication with all constituent groups and policy partners

- Align pre-Kdg through 16 systems of support in collaboration with identified partners (e.g., Kansas Board of Regents, Social and Rehabilitative Services, etc.)
- Develop a structure for regularly communicating about education with the legislative leadership of both parties with a focus on areas of common interest
- Keep the public informed on key policy areas
- Resume focus group meetings in each board member district and periodic meetings with the media
- Improve communication of relevant information with school faculty

Kansas State Board of Education
 Adopted 9/2007

Board Members



Janet Waugh
 District 1

Sue Gamble
 District 2

John W. Bacon
 District 3

Bill Wagnon, Chairman
 District 4

Sally Cauble
 District 5

Kathy Martin
 District 6

Kenneth Willard
 District 7

Carol Rupe, Vice Chairman
 District 8

Jana Shaver
 District 9

Steve E. Abrams
 District 10

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSBE General Counsel 120 SE 10th Ave. Topeka, KS 66612 785-296-3204.

Dr. Alexa Posny
 Commissioner of Education

